



Mid-Cycle Report

Submitted to the Northwest Commission
on Colleges and Universities
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Brief Update on Institutional Changes since the Last Report was Submitted

Clover Park Technical College (CPTC) underwent a Comprehensive Year Seven Peer Evaluation visit in October of 2014¹ and received six commendations and four recommendations for CPTC to consider. On January 27, 2015, the Northwest Commission on Colleges and Universities (NWCCU) sent a letter reaffirming CPTC's accreditation.

Recommendation 1 advised the College to continue to develop and update policies and procedures. (Standard 2.A and 2.F). The Commission determined on Feb. 1, 2017² that progress made had met the expectations of the Commission regarding Recommendations 1.

Recommendation 2 requested that the College complete financials as planned and undergo an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards (Eligibility Requirement 19, Standard 2.F.7). The Commission determined on Feb. 15, 2017³ that progress made had met the expectations of the Commission regarding Recommendation 2.

Recommendation 3 suggested the College engage in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data at the course, program, and institution levels, and that the College regularly review assessment processes to ensure authentic results that lead to improvement. (4A, 4B) The Commission determined on Feb. 1, 2017⁴ that progress made had met the expectations of the Commission regarding Recommendation 3.

Finally, Recommendation 4 encouraged the College to clearly define authority, roles, and responsibilities. Its decision-making structures have significantly changed during the past year. The current communication and restructuring is intended to foster the consideration of views of faculty, staff, administrators, and students on matters in which they have direct and reasonable interest, but the formalization of the process is not complete. (2.A.1). The Commission determined on Feb. 17, 2016⁵ that progress made had met the expectations of the Commission regarding Recommendation 4.

BAS Operations Management:

On March 14, 2014, the NWCCU gave approval of candidacy status for CPTC to offer its first Bachelor of Applied Science degree beginning Fall 2014. The BAS degree program in Operations Management creates a pathway for all CPTC associate degree graduates to continue their education, provides a much-needed increase in bachelor's level candidates for Washington State, and continues our commitment to open access education opportunities. Our summative evaluation visit will occur on October 24, 2017 to endorse the College's ability to offer baccalaureate level programs. The updates to the BAS program are provided in the 2017 BAS Ad Hoc report. A copy is provided in the resource room for the site visit.

¹ <http://www.cptc.edu/sites/default/files/accreditation/S36C-917020812200.pdf>

² <http://www.cptc.edu/sites/default/files/accreditation/S36C-917020812200.pdf>

³ <http://www.cptc.edu/sites/default/files/accreditation/NWCCUresponseToFall2016SpecialReport.pdf>

⁴ <http://www.cptc.edu/sites/default/files/accreditation/S36C-917020812200.pdf>

⁵ <http://www.cptc.edu/sites/default/files/pdf/Reaffirmation%20Letter%20Jan%202016.pdf>

Part I: Overview of Institutional Assessment Plan Conceptual Framework for Mission and Strategic Plan Fulfillment

Clover Park Technical College works to assess its ability to fulfill its mission to “educate tomorrow’s workforce” through college level, program level, and comprehensive student learning outcomes assessment plans. We do this through a collaboratively established assessment concept around our Core Themes and strategic plan, which will be described in this section.

COLLEGE LEVEL ASSESSMENT PLANS

In 2016, CPTC established a Strategic Planning and Assessment Calendar for FY17 that outlines the conceptual framework for how the college would plan, monitor, and assess our college budget, strategic planning efforts, Core Themes, accreditation reporting, and assessment requirements. Each of these areas are mapped to meet our Core Themes to contribute toward mission fulfillment. The calendar (Table 1) outlines the expected timeframes and tasks around planning and monitoring for the College, but also works to align our efforts. This assessment calendar is available to all faculty and staff, posted on our website for open access, and the monitoring of the processes described occurs in the President’s Cabinet. The Cabinet includes 20 members at the director-level and above who represent each of the operational areas of the college. Additionally, one representative from each of the four unions at CPTC participates in the Cabinet meetings.

Strategic Planning and Assessment Calendar FY17		
Budget	Budget Request Process Communicated to College	Dec. 1, 2016
	Budget Request Submissions Due	January 3, 2017
	Budget Request Presentations	January 17-20, 2017
	Budget Committee Scores Presentations	January 23-27, 2017
	Budget Proposal Submitted to Direct Reports	January 30, 2017
	Budget Planning Sheets Distributed	March 6-10, 2017
	Budget Planning Sheets Due to Budget Office	April 10, 2017
Strategic Planning	Budget Document Approved by BoT	August 16, 2017
	Task Stream Department Level Annual Inputs Due	September 1, 2016
	Quarterly Outcomes Updates	September 1, 2016, Jan. 1, Mar. 1, 2017
	Annual Outcome Update	July 15, 2017
	Presentations from Directors on Strategic Plan Efforts	Monthly 2016
Accreditation	State of the College Presentation	January 2017
	Quarterly Outcomes Updates	March 1, June 1, September 1, January 1,
	Annual Assessment Meeting	June 2, 2016
	NWCCU Annual Training	Feb. 27 – March 3, 2017
Reporting	Ad Hoc Report Due to NWCCU	September 2016
	First Draft of Annual Community Report	September 1, 2016
	Cabinet Review, College Assembly Review, ASG Review	September 2016
	Draft Submitted to President for Review	October 2016
Assessment	Report posted online, mailed to community	October 2016
	Faculty complete annual SLO assessment cycle	July 1
	Faculty establish SLO assessment plans for the new school year	September 1
Foundation Annual Request	Task Stream Annual Assessment Inputs Due from Direct reports, Deans, Directors	July 1, 2016
	Annual Foundation Requests Due to VP Strategic Development	Sept. 1, 2016
	VP’s Submit Proposed Request to President	Oct. 1, 2016
ASG Budget	President Submits Final Request to Foundation Board	Oct. 15, 2016
	Budget Packets Available	Jan. 3, 2017
	Budget Submission Deadline	Feb. 15, 2017
	Budget Hearings	Feb. 27-March 1, 2017
	Deliberations/Allocations	March 6-8, 2017

*** Dates are approximate ***

Table 1. Strategic Planning and Assessment Calendar

Data Dashboards and Mission Fulfillment Monitoring:

Beginning in 2015, CPTC committed funding to hire Decisive Data to support our Institutional Effectiveness office with creating a series of dashboards that would provide ready access to data and the availability for the end-users to assess their work. This effort provided the College with a more robust structure to support assessment of mission fulfillment. While we have not yet completed this work, much progress has been made. In the initial launch, 13 data dashboards were established to assist CPTC in monitoring progress associated with its Core Themes (*Workforce Preparation, Student Success and Institutional Excellence*) and strategic objectives. The IE team collaborated with campus leaders to establish the series⁶ of dashboards to systematically devise a method in which to capture, monitor, and analyze indicators at the college, division, and program levels. Key performance indicators were aligned with our Core Themes and progress is monitored in subpopulations to ensure campus equity.

The Core Themes are assessed using three categories: met target, within acceptable range, or improvement needed. When an indicators' results are within 90% or above the set target, it is considered meeting target. When an indicators' results are within 80-89% of meeting its target, it is considered within acceptable range, but not fully met. Finally, when the outcomes are 79 percent or below target, it is considered an area where improvement is needed.

Core Theme 1: Workforce Preparation

The Workforce Preparation Core Theme is monitored through a job placement by program dashboard and college enrollment measures (FTE by program, Enrollment by Fund Source, and Annual and Quarterly FTEs) to track students' ability to access workforce preparation including looking at demographics to understand equity and achievement gap efforts.

The job placement and wage estimates by program dashboard⁷ provides a view of annual job placement pulled from the Data Linking for Outcomes Assessment (DLOA) tables created by the State Board for Community and Technical Colleges. The DLOA includes data for completers and leavers of vocational, academic, worker retraining, or apprenticeship programs that left CPTC during the previous academic year. The SBCTC provides an annual overall rate of employment for CPTC. The College's overall job placement rate had remained steady at 69 percent for the 2013-2014 and 2014-2015 academic years, but increased in the 2015-2016 year to 73 percent. This indicator has been assessed as an area where we are meeting our target.

A second set of dashboards measure student demographic variables, student profiles, and enrollment measures by Full Time Equivalent (FTE) and admission indicators. Table 2 contains a snapshot of an FTE dashboard for state-funded students. CPTC's target, set by the Board of Trustees in cooperation with our College President in the Summer of 2017, is to reach 4,500 FTE for all sources by Academic Year 2019-2020. This requires an annual increase of 4.5% over the previous year. As indicated in Table 2, the FTEs for 2016-17 were 3,962, a decrease from the previous year. The college monitors enrollment quarterly and shows our Fall-to-Fall enrollment being down approximately 3 percent to date. This area is assessed as an area where improvement is needed.

Core Theme 2: Student Success

Today, dashboards associated with the Student Success Core Theme monitor the indicators of college completion and fall-to-fall retention rates.

⁶ (<http://www.cptc.edu/institutional-effectiveness/data-dashboards.>)

⁷ (<https://goo.gl/QQRwfj>)

Completion dashboards track effectiveness measures at the college, division, and program levels. Performance indicators include the numbers of students who receive awards and the numbers of total

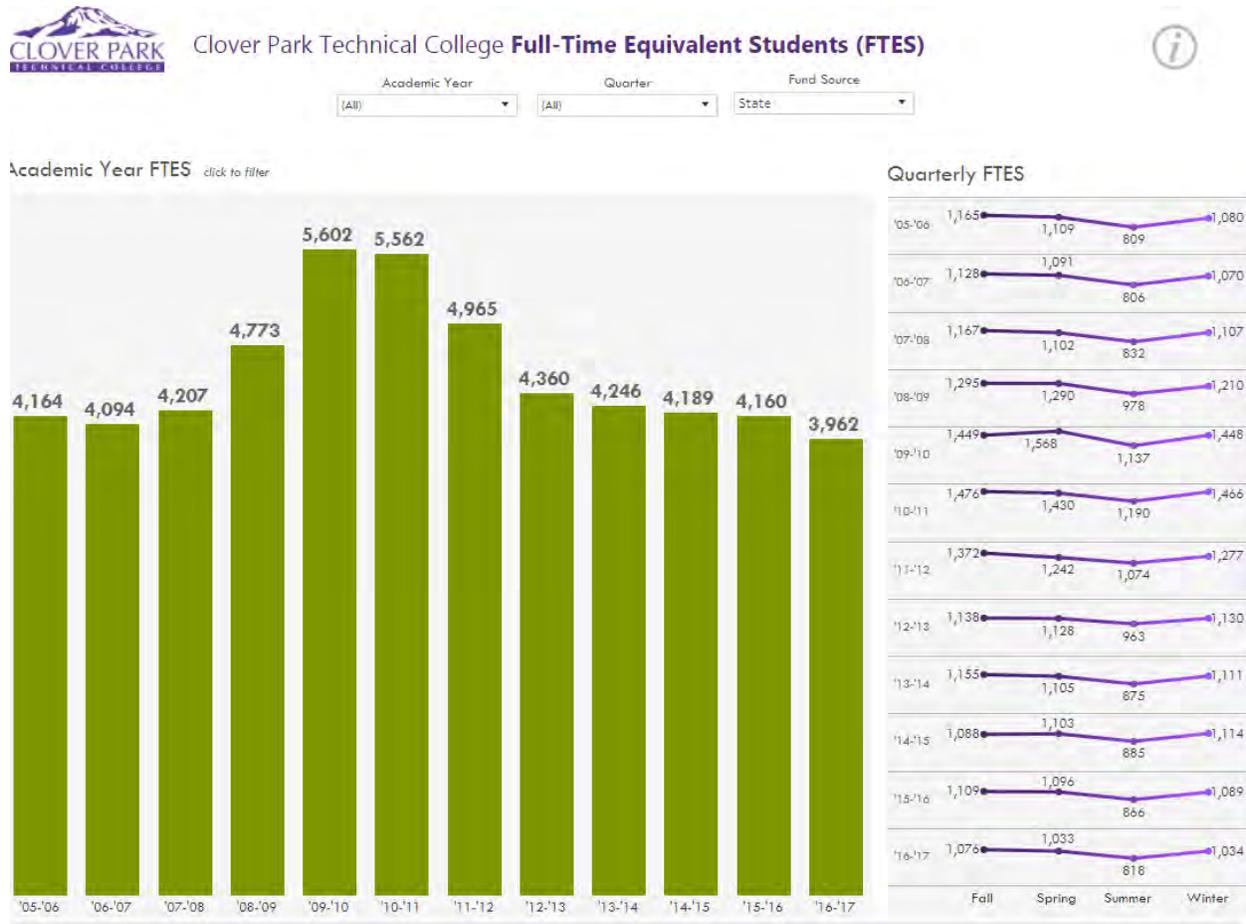


Table 2. Full-Time Equivalent Students (FTEs)

awards attained. The college target is to achieve an annual increase above a three-year rolling average for completions. The current three-year rolling average for college completers is 1,143. The 2016-2017 college completers total was 1,154. The College is currently meeting this target. Student completions are in Table 3.

The Fall-to-Fall Retention dashboard⁸ monitors retention data and shows a positive trend for Fall 2014 and Fall 2015 retention numbers. The Fall 2014 Cohort (n=420) saw 252 students retained through Fall 2015 for a 60 percent retention rate. The Fall 2015 Cohort (n=362) saw 223 students retained for a 62 percent retention rate. This showed an increase of 2 percent in the retention rate and meant the college met the target established by the Board of Trustees to see a 2 percent increase.

⁸ (<https://goo.gl/VvPQZ5>)

Core Theme 3: Institutional Excellence

The College’s Institutional Effectiveness team is working to expand access to data dashboards. Institutional Excellence is an area we do not yet monitor clearly through dashboards. In the coming years, we hope to establish dashboards that provide the systematic review of indicators that clarify our work toward this Core Theme. Dashboards in this area will assess College practices that have a direct or indirect impact on our ability to deliver quality education, training, and support to students, will facilitate continuous improvement, and contribute to a sustainable College. This includes the tracking of professional development for faculty and staff and the increase of articulation and transfer opportunities for our degree and certificate programs.

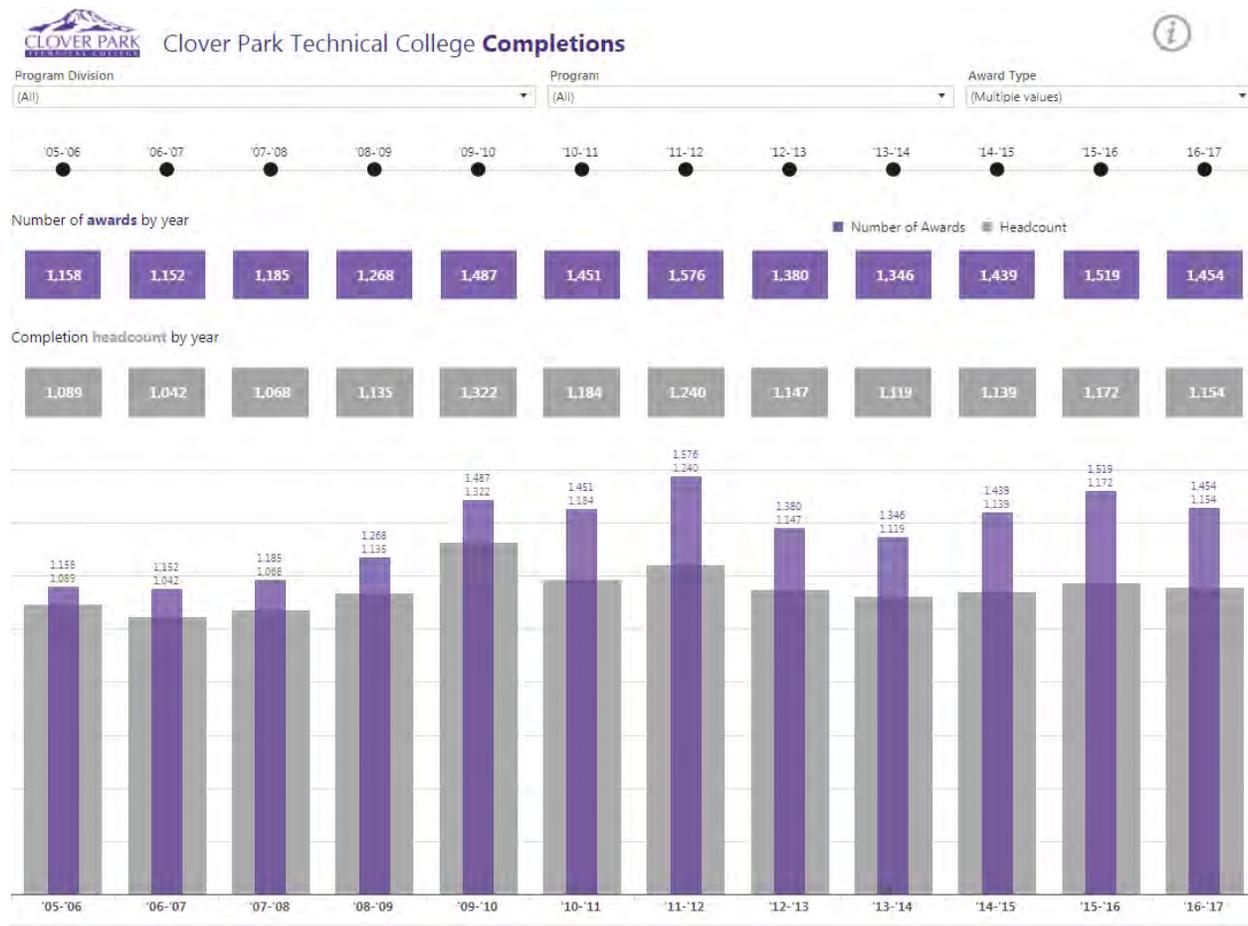


Table 3. College Completions.

Strategic Plan and Core Themes Operational Monitoring:

The College’s conceptual framework to monitor the strategic plan includes the use of annual action plans in Task Stream, monitoring those measurable outcomes annually, and reporting on progress, outcomes, and future actions.

Each year department leads submit to Task Stream a set of measurable objectives, mapped to support a Core Theme or strategic plan goal. The department lead then quarterly tracks progress toward those objectives. Finally, once per year department leads give presentations to the President’s Cabinet that

provide planned outcomes, their progression, results, and next steps toward Core Themes and strategic plan objectives.

An annual schedule of presentations is set by the President's Cabinet chair with input from the department leads. (Exhibit A: Strategic Plan Monitoring Schedule; Exhibit B: Example Strategic Plan and Assessment Presentation). Each presentation becomes a part of the minutes from the President's Cabinet meeting and is then provided to All Faculty and Staff via weblink⁹ and email.

Budget:

In 2015, the College initiated a collaborative and transparent budget request process led by Lisa Wolcott, Budget Director. A college-wide committee was established with representatives from operational areas, union levels, and responsibility levels. A schedule was established for submissions, applications were created, and a clear review process was established. (Exhibit C: Budget Request Schedule; Exhibit D: Budget Request Application).

Each year, the Budget Committee reviews all requests for permanent and one-time projects. The applications require that the requestor provide a clear mapping of the benefit to a college strategic outcome or Core Theme. Applications are scored and requestors are invited to give presentations, when necessary, to the Budget Committee before a final ranking is provided to the Executive Team. This new process has not been without challenges. As the funding for CPTC from Washington State has dwindled, available money has been difficult to come by. However, this year's recommendations from the Budget Committee included six one-time high-priority items, and all were funded. In addition, items identified as lower priority were also funded.

Foundation:

In 2015, Tawny Dotson established the annual request process for CPTC's Foundation. This process provided College Administration with the opportunity to formally outline the Foundation support requested to meet CPTC's mission. The annual request process includes providing an outline of specific initiatives the College Administration would like the Foundation Board to consider. It also includes specific financial support requests like funding for community sponsorships that create opportunities to strengthen relationships with both industry and non-profit community partners and impact the Institutional Excellence Core Theme. (Exhibit E: 2016 Foundation Annual Request)

In 2017, the Foundation Annual Request Process will be revised slightly as we work to improve this effort. In lieu of a formal document being created, Executive Team Members will discuss their priorities at the Foundation Board Retreat on Oct. 10, 2017. At this meeting, Foundation Board Members will receive not only an update on the College's strategic objectives and Core Themes, but will also have an open discussion with the Executive Team to better understand how the Foundation can support the College's efforts.

PROGRAM LEVEL ASSESSMENT PLANS

The College assesses at the program level through the Instructional Program Review process. This effort was developed to assess program effectiveness and to advance continuous improvement. All programs are evaluated consistently through the collection, analysis and interpretation of information to support

⁹ (<http://www.cptc.edu/cabinet>)

the mission of the College and to meet the training needs of business and industry (Exhibit F: *Faculty Program Review Handbook*, p.1). This process provides support for our Core Themes of Workforce Preparation, Student Success, and Institutional Excellence.

Programs are reviewed using a set of pre-defined measures to identify trends or changes in industry, evaluate curriculum, and assess whether outcomes are achieved. Data are then used to enhance enrollment and student retention and to appropriate resources or other forms of assistance. The program review process culminates in the submission of a final program recommendation and action plan to assist in program planning and improvement, personnel development, and resource utilization.

Approximately one-fourth of all technical programs, core academic studies, and pre-college education programs at Clover Park Technical College (CPTC) are evaluated on a Four-Year Program Review Cycle. However, programs may be reviewed on a different cycle depending on industry trends, enrollment concerns, or faculty input. The current program review schedule is provided in Table 4. The Program Review Committee consists of the Vice President for Instruction, Program Dean (Department Chair), faculty members, Chair of the Program Advisory Committee, and a Union Representative. The Program Review template and process is described in detail in the *Faculty Program Review Handbook* (Exhibit F). Program measurements are based on three-year historical trends of information gathered from a variety of sources, including official statistics from the Washington State Board for Community and Technical Colleges (SBCTC), internal data dashboards, Program Criteria matrices and Program Health Statistics. Table 5 provides a sample of information gathered.



2015-2016	2016-2017	2017-2018	2018-2019
Academics and Instructional Support			
	Basic Skills	BAS Operations Management	Other Sciences
	Computer Applications	English/Communications	
	Math	Social Sciences	
Aerospace, Technology, and Manufacturing			
Computer Networking & Information Systems Security	Architectural Engineering Design	Construction <i>(Continuation SBS 2016-17)</i>	Automotive Collision Technician
Composites	Aviation Maintenance Technician	Digital Entertainment Design & Production	Automotive Technician
Nondestructive Testing	Environmental Sciences & Technology	Graphic Technologies	Computer Programming & Web Development
Sustainable Building Science	HVAC	Interior Design	Electronic Low Voltage Fire Security
	Mechatronics <i>(Postponed)</i>	Manufacturing Technologies	
	Sustainable Building Science <i>(Continuation 2015-16)</i>	Mechatronics <i>(Continuation 2016-17)</i>	
	Welding Technology	Professional Pilot	
Health, Client & Business, and Human Services			
Cosmetology	Accounting	Central Service/Sterile Processing	Culinary Arts/Pastry Arts Restaurant Management
Dental Assistant	Hemodialysis Technician	Human Services <i>(Continuation 2016-17)</i>	Medical Laboratory Technician
Early Care & Education <i>(Continuation 2014-15)</i>	Human Services	Massage Studies	Nursing Assistant Certified
Esthetic Sciences	Nursing RN Option	Medical Histology Technician	Nursing Practical Nursing
Health Unit Coordinator		Retail Management	Pharmacy Technician
Medical Assistant		Surgical Technology	
Workforce Development			
		JBLM Programs	

Table 4. Program Review Cycle

Each program committee develops a Program Review Action Plan, assessed by the Vice President of Instruction to address the status of each action item. This report is reviewed periodically for continuous quality improvement. The goal of Instruction is to ensure that all program action plans and meeting minutes are posted to a shared drive for continuous review by July 2018.

<i>Computer, Design, & Technology</i>		<i>Architectural Engineering Design</i>		
PROGRAM DATA				
Annual Counts		2013-14	2014-15	2015-16
<i>Enrollment (unduplicated headcount)</i>		59	60	67
<i>Graduates (unduplicated count)</i>		20	12	13
Estimated Job Placement Rates <i>(Rate based on Degree placement)</i>		70%	70%	70%
<i>AAT</i>		7	4	2
<i>AAS-T</i>		5	5	6
<i>Certificate</i>		8	3	6
Total Awards Granted		20	12	14
Annual FTE				
<i>FTEs</i>		45.0	40.0	51.0
<i>FTEF</i>		2.1	2.6	3.1
Student / Faculty Ratio		22:1	15:1	16:1
Definitions				
<i>Estimated Job Placement Rate</i>		<i>Estimated rate calculated based on the percent of completers and leavers placed in Unemployment Insurance by the 3rd quarter they are employed following college. Database used for this calculation is the Data Linking Outcomes Assessment (DLOA) containing data compiled on an annual basis for data related to employment. Includes years 2012-2015.</i>		

Table 7. Example Program Data.

STUDENT LEARNING OUTCOMES ASSESSMENT

The Clover Park Technical College (CPTC) institutional, program, and course outcomes process was developed to support the mission and Core Themes of the College such that students achieve identified course, program, and institutional learning outcomes that prepare them for the workforce (Core Theme 1, Workforce Preparation). Observable, assessable learning outcomes at the institutional level (Core Abilities), the program level (program outcomes), and the course level (course outcomes) are cross walked into a single document for each of the technical programs. Beginning Winter, 2018 each syllabus will include the program outcomes in addition to the Core Abilities and course outcomes. All program and course outcomes are reviewed by the respective advisory committees to ensure industry alignment, development of the breadth and depth of intellect to prepare them for a productive life of work, and appropriate content and rigor. Program outcomes are located on the College website. Each program has identified a review cycle of 2-5 years for their course outcomes. Over half of the programs, including welding, non-destructive testing, and professional piloting, for example, have incorporated their course outcome review cycle into the program reviews described in the previous section.

Tanya Sorenson, Dean for Instruction has been designated the lead on student learning outcomes for CPTC; she works with the Committee on Learning Assessment (COLA). Together they have created a three-year strategic plan for student learning outcomes for all faculty. Through in services and individual help, faculty are reviewing and upgrading their outcomes, increasing their skills at assessing their programs via their outcomes through the Nichols method, consistently recording such assessment using Task Stream software, and increasing their ability to determine formative and summative student assessment in the lab and classroom. A copy of the Student Learning Outcomes Strategic Plan is in Appendix G.

Institutional Outcomes:

At the institutional level, the College has determined four “Core Abilities” that must be incorporated into the outcomes of each program: Communication, Critical Thinking/Problem Solving, Personal/Professional Responsibility, and Information/Technological Literacy. Table 6 below includes a short definition of each Core Ability and an example of its application into a program outcome. A full explanation of each Core Ability is in Exhibit H.

Core Ability	Definition	Program Examples
 Communication	Students will receive and deliver written, spoken and visual information clearly and accurately.	Interior Design students will effectively communicate a design concept through visual, written, and oral means.
 Critical Thinking/ Problem Solving:	Students will apply principles and strategies of purposeful, active, organized thinking.	Culinary students will demonstrate the ability to plan, write, and execute a complete menu and monitor quality.
 Personal/Professional Responsibility	Students will apply effective work habits and attitudes within an organizational setting and to work successfully with others as part of the total team, both inside and outside the workplace.	Heating and Air Conditioning Refrigeration/Service Technician students will communicate professionally, courteously, and effectively with customers, fellow technicians, supervisors, and suppliers.

 <p>Information/Technological Literacy:</p>	<p>Students will use modern electronic and industrial devices to accomplish tasks in today's workplace.</p>	<p>Pharmacy technician students will Maintain and use the appropriate technological tools and applications (hardware and software) necessary for the management of the pharmacy.</p>
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Table 6. Core Abilities Defined and Exemplified.

The Core Abilities are included on each course syllabus, identified by icons. Each course outcome that is appropriate to a Core Ability is indicated as such in a matrix like the one in Exhibit I.

Program Outcomes:

The program outcomes are developed by the program faculty with advice from the advisory committee. At the Spring, 2017 faculty in service, all faculty received training, then reviewed their program outcomes to ensure quality, rigor, appropriateness, observability, and measurability. The resulting improvements are then placed on the agenda of the next Advisory Committee meeting.

The purpose of program outcomes is to indicate to the student and the industry what the successful student is capable of as a result of graduating from that program. Faculty have made impressive improvements in their program outcomes because of the training during the Spring 2017 in service. A sample of previous and upgraded program outcomes is in Table 7.

The goal of Instruction is for each program to upgrade their program level outcomes and submit them to their respective advisory committees by July 2018.

Program	Example Previous Outcome(s)	Example Upgraded Outcomes
Cosmetology	Demonstrates understanding of cost of the program	Demonstrate proficiency in salon-quality hair services, including shampoo/condition, hair design, hair cutting, chemical texture services, hair coloring, artificial hair, and nail and skin care.
Architectural Engineering and Design	Schedule client meetings, keep professional minutes for those meetings, professional interactions and proposals for the client.	Design and present new house design solutions for client's space needs.
Professional Pilot	Use instrumentation per FAA regulations.	Control the aircraft solely by reference to the aircraft flight and navigational instruments.

Table 7. Examples of Upgraded Program Outcomes.

Course Outcomes:

Course outcomes are determined by faculty and approved on course outlines by the Curriculum Committee. Faculty receive periodic training on writing outcomes, as indicated in the Student Learning Outcomes Strategic Plan (Exhibit G). Course outcomes define what a student will know and do because of successful completion of that course. Course outcomes may be further broken out into objectives for specific lessons, chapters, or modules of a course. While professional-technical faculty, as subject matter experts in their field, are responsible for setting the program outcomes, subject to advisory board review, course outcomes are written by faculty and approved through the Curriculum Committee review process. Members of the Committee on Learning Assessment (COLA) are also resources for faculty. CPTC provides faculty with the revised Bloom's taxonomy and other resources to help achieve course outcomes of suitable rigor, observability, and measurability.

Student Success Division:

Student Success also has student learning outcomes for its programs and processes. Student Success employs a high-touch approach to student outreach, persistence, and completion. This approach to student development is one that is defined by active concern and regular engagement to support students in exploring programs and connecting to services that improve their skills and motivate them to persist toward their academic, career, and personal goals. A high-touch, intrusive approach is characterized by deliberate and targeted interventions that have measurable outcomes to ensure student learning. In this service model, the student services practitioner proactively assists students in selecting and staying on a pathway.

Currently, Student Success employs the following methods of assessment: benchmarking, student satisfaction, and use of services, programs, and facilities. To assess the effectiveness of its new high-touch approach, Student Success has begun to establish additional assessment measures. The Division is in the process of developing student learning outcomes (SLOs) associated with each of the program activities/interventions being implemented both in the entry process, as well as with all retention measures. The development of student learning outcomes, as well as other measures of assessment, is critical to the health of the strategic enrollment management process.

One example of how we are beginning to measure student learning is through our new high-touch entry services model. All prospective students meet twice with an Entry Specialist prior to registering for classes. Below are the associated student learning outcomes from these appointments. Entry Specialists use an accompanying checklist to measure student achievement of these outcomes.

Initial Appointment | Prospective Student Outcomes:

Student success has created a set of outcomes for a prospective student's initial appointment at the College. At the initial appointment, prospective students will

- review College programs, degree options, and class schedules.
- articulate their understanding of the entry requirements needed to gain admission into their program of choice.
- prequalify for workforce funding sources (BFET, Worker Retraining, WorkFirst), as well as be given an overview of federal and state financial aid programs.
- learn how to use the RTC website as a tool for researching career training programs and to gain access to other resources and support programs.
- receive a checklist and a follow-up appointment.

Follow-Up Appointment | Prospective Student Outcomes:

Student Success has also identified outcomes for the prospective student's follow-up appointment. At the follow-up appointment, prospective students will

- discuss their Directed Self Placement (DSP) recommendations with an Entry Advisor.
- receive information regarding program pre-registration lists, general education classes, and basic skills courses.
- identify a program of study, complete an academic plan, and register accordingly based on entry requirements.
- be reminded to follow-up with the Office of Financial Aid and other workforce funding offices.
- be referred as needed to additional resources on campus (for example, Disability Services, Veteran's Services, or Tutoring).

Part II: Examples of Assessment in Action

The technical programs at Clover Park Technical College operationalize the mission statement, “Educating tomorrow’s workforce” through the creation of course and program outcomes assessed in meaningful ways to identify fulfillment of the Core Themes of Workforce Preparation, Student Success, and Institutional Excellence. Two technical programs are used as examples: The Computer Network Information & System Security program (CNISS) and the Interior Design program. Both fulfill the Core Theme, Workforce Preparation. In addition to program reviews, these programs have collected and assessed data for several years. Representative outcomes and measures are highlighted to illustrate the breadth and depth of assessment occurring.

Example 1: Computer Network Information & Systems Security

The faculty of the Computer Network & Information Systems Security (CNISS) program create program outcomes based on their subject matter expertise, industry experience, input from industry partners, and their Advisory Committee (Core Theme 1, Workforce Preparation). The CNISS Program Outcomes are listed in Table 8. The four Core Abilities are incorporated into the CNISS program outcomes are shown in Table 7 and explained in Exhibit H.

The program outcomes and the Core Abilities are now being incorporated into every course syllabus in every program, including CNISS. By the end of the three-year Student Learning Outcomes Strategic Plan (Exhibit G), students will see a crosswalk of their course outcomes to both the Core Abilities and the Program Outcomes. An example crosswalk from a CNISS course is in Exhibit J.

CNISS Program Outcomes	
1	Diagnose and repair computers and printers.
2	Analyze user and system problems. Provide network and computer support.
3	Demonstrate best practices for installing, configuring, and administering server operating systems, network devices, and directory services.
4	Analyze user and intruder activity, analyze malware, collect evidence, and document findings.
5	Discuss technical issues orally and in writing with supervisors, team members, and users at a college level.
6	Discuss technical issues orally and in writing with supervisors, team members, and users at a college level.
7	Evaluate risk in information systems. Demonstrate sound judgement when recommending cybersecurity mitigations.
8	Plan, design, and implement computer networks in a team environment.

Table 8. CNISS Program Outcomes

Last year, the College began a three-year plan to increase the skills and effectiveness of all faculty to assess their programs in a cycle of continuous improvement. The CNISS program reviewed their program outcomes during the Spring 2017 in service and created 3-year review cycle for all course syllabi and course outcomes. The program has an active Advisory Committee that reviews program outcomes, course syllabi, and learning outcomes in a similar cycle.

The assessment process begins with the faculty, who determine a question to research to produce data that will inform decisions regarding program improvement. During the 2013-2014 academic year, CNISS faculty chose three measures, none of which provided data that caused them to make any changes to their program (Exhibit K, CNISS Assessment Cycles, 2013-2014).

However, the next year, 2014-2015, the faculty improved their data collection, finding two of the three measures provided valuable data for change (Exhibit K, CNISS Assessment Cycle, 2014-2015). Because CNISS students perform internships at employer-partners of the College, the program faculty began collecting data from these partners. The findings showed a need for change in the scope and sequence of the program, thus better preparing students for their internship experience.

In 2015-2016 program faculty continued surveying their internship partners for data regarding the capabilities of the students (Exhibit M). In addition, they expanded their own assessment processes by conducting student focus groups regarding the vendor-provided materials. As a result of the focus group, the faculty created materials and observed greater student engagement in NSS 211.

To determine whether these materials had any effect on the original measures of 2013-2014, faculty repeated the assessments in 2016-2017 (Exhibit M). This time, as noted in the summary of findings for Outcome 1, the outcomes were more precisely measured, with 96% and 92% success rates, respectively. Based on the findings for Outcome 2, Network Configuration: “Prepare, plan and implement a secure network,” the faculty followed up on their research, finding that failing students had attendance and preparation issues. In response, they instituted remedial training.

The CNISS program faculty members have continued to develop their assessment skills to continuously upgrade and align their program to industry needs (Core Theme 1: Workforce Preparation). Their research abilities are improving, and they have widened their assessment processes from project and test scores to surveying their internship partners and conducting focus groups of students to collect data.

Example 2: Interior Design

The Interior Design program addresses Core Theme 1, Workforce Preparation through the development of program outcomes functionalized through course outcomes and appropriate student activities and assessments. The program outcomes for Interior Design were reviewed during the Spring 2017 in service and are listed in Table 9.

Interior Design Program Outcomes	
1	Use the basic elements and principles of design to develop design solutions that enhance the quality of life and culture of the occupants.
2	Develop design solutions in response to the building shell, physical location, and social context of the project.
3	Apply the principles of environmental sustainability as they relate to interior environments.
4	Create functional design solutions that effectively integrate furnishings, finishes, and other interior products.
5	Employ current codes, standards, and design guidelines to promote the health, safety, and welfare of building occupants.
6	Produce organized contract documents, including coordinated interior drawings and specifications.
7	Effectively communicate a design concept through visual, written, and oral means.
8	Use industry-standard technologies to develop and present concepts and designs for interiors.
9	Professionally present design work and qualifications to industry and clients.
10	Meet the education requirements to qualify for eligibility to take the NCIDQ (National Council for interior Design Qualification) and IDEX (Interior Design Examination) California® exams.

Table 9. Interior Design Program Outcomes

The program has maintained a continuous cycle of assessment since FY 2013-2014. The three instructors each determine an outcome and measure for which they want to collect data the following year. The program outcomes and the Core Abilities (Table 6; Exhibit H) are now being incorporated into every course syllabus in Interior Design. By the end of the three-year Student Learning Outcomes Strategic Plan (Exhibit G), students will see a crosswalk of their course outcomes to both the Core Abilities and the Program Outcomes in every syllabus.

An example crosswalk from an Interior Design course is located in Exhibit L. The Core Abilities are indicated by the appropriate icon (Table 7). While instructors agreed upon a Core Ability to be assessed that year, each instructor created individual outcomes. The first assessment cycle year, 2013-2014, the instructors agreed upon the Core Ability of Critical Thinking/Problem Solving. As displayed in Exhibit M, the two instructors conducting assessment at that time each chose to assess a project. In both cases, students' grades were the data collected. At this early date, one of the instructors recorded recommendations for future assessment, although no reasoning for these thoughts—for instance from an item analysis of a grading rubric—was provided. It was later determined that faculty and the Advisory Committee members together interpreted the data to come to those conclusions. The following year, 2014-2015 faculty chose to assess aspects of the first Core Ability, Communication. The findings were again determined by grades, but a more creative assignment, presenting a book/movie review, was added to using project presentations. Both measures found 100% of the students successful.

In 2015-2016, the faculty returned to the Core Ability, Critical Thinking/Problem Solving for three measures, located in Exhibit M. One instructor noted that the "objectives" (course outcomes) of the course were met. No follow through was indicated as the targets for each measure were achieved.

The 2016-2017 assessment cycle shows the program faculty expanded their assessments, exploring two Core Abilities. Exhibit M identifies the outcomes assessed in 2016-2017.

The faculty members of Interior Design recognize the need for assessment and have taken steps to collect data for program improvement. They appreciate the need for students to meet the Core Abilities (institutional outcomes) and are continuing to expand their ability to collect data around them. During the remaining two years of the Student Learning Outcomes Strategic Plan, the faculty will have the opportunity to increase their data collecting and interpreting skills, and determine whether some outcomes need follow-on research in successive years.

Example Conclusions and Recommendations

The College is committed to continuous improvement of the quality of its programs. The two examples provided show that faculty members are assessing their programs at the program and course levels. They are reviewing the results of the data they collect. Currently, faculty have varying degrees of ability and all are working to improve for the good of their students, their program, and their institution. During the next two academic years, all faculty will attend in services in which they will receive training and individual guidance to increase the depth, breadth, and quality of their assessments.

Part III: Looking Forward, Preparation for Year-Seven Report

CPTC's strategic plan will expire in May of 2018. A comprehensive process was undertaken to consider how the institution would plan moving forward including the voice of our Board of Trustees. A review of an industry effort to establish measurable outcomes, but in an agile way, resulted in the adoption of the "OKR" method. The Outcomes and Key Results method of strategic planning was initially created by Google as a way to track company outcomes at all levels and to ensure the business was able to pivot quickly to meet customer's needs. After a training session in this method, led by Board of Trustee member Bruce Lachney, the College Administration adopted a revised framework that will be established to create our next strategic plan.

The College has traditionally used its strategic planning process to assess the Core Themes for the institution. During our 2013 Strategic Planning effort the College updated our Core Themes based on assessment done during the committee's review of our future planning. During the 2018 planning cycle, CPTC will again use the outcomes of our current efforts to consider future adjustments to our Core Themes as well as the indicators of effectiveness used to monitor them.

As a byproduct of an updated strategic plan, the College plans to create a community report. We have maintained a robust marketing and communications effort through our website, social media, and community outreach efforts. However, we have struggled, due to staffing and available funds, to provide a printed annual report to the community on our efforts. Moving forward we plan to use broader distribution efforts to update the community to include a mailed community report.

The College acknowledges that we need to work to ensure the Board of Trustees are updated on a more systematic basis. To that end, the Institutional Effectiveness Team is planning a report that will be provided annually on the progress toward core indicators and mission fulfillment. Using a scorecard system designed by Pierce College, we hope to provide a quarterly update on progress in each of the Core Theme areas.

Finally, much work has been done to narrow the number of goals, indicators, and outcomes established by competing priorities from the Strategic Plan, Board of Trustees, and Core Themes. Moving forward the College will be working to focus efforts to align more clearly with our Core Themes.

List of Exhibits and Tables

Exhibits

- A. Strategic Plan Monitoring Schedule
- B. Workforce Development Cabinet Presentation
- C. Budget Request Schedule
- D. Budget Request Application
- E. Foundation Annual Requests
- F. Faculty Program Review Handbook
- G. Student Learning Outcomes Strategic Plan
- H. Core Abilities Descriptions
- I. CNISS Course Syllabus Outcomes & Core Abilities
- J. Example CNISS Crosswalk
- K. CNISS Assessment Measures
- L. Interior Design Example Crosswalk
- M. Interior Design Assessment Measures

Tables

- 1. Strategic Planning and Assessment Calendar
- 2. FTE's
- 3. Student Completions
- 4. Program Review Cycle
- 5. Example Program Data
- 6. Core Abilities Defined and Exemplified
- 7. Examples of Upgraded Program Outcomes
- 8. CNISS Program Outcomes
- 9. Interior Design Program Outcomes

EXHIBIT A:

2017-18 Strategic Plan Monitoring Report Schedule		
	<i>Department</i>	<i>Department</i>
April 2017	10	24 Information Technology (Taylor)
May 2017	8	22
June 2017	12 Instructional Support	26 Health, Client/Business & Human Services (Hillesland)
July 2017	10	24 College Relations (Scott)
Aug. 2017	14 Academics (Sorenson)	28 Finance & Administration
Sept. 2017	11 Aerospace, Transportation, Trades & Computer Technology (Korschinoski)	25 - First day of the quarter - Cabinet likely canceled
Oct. 2017	9 Transitional Studies (Lange)	23 Human Resources (Fritz)
Nov. 2017	13 IE and Accreditation (Tomsic)	27 Finance & Administration
Dec. 2017	11 NWCTHS (Davis)	25 - No meeting
Jan. 2018	8 Nursing (Griffin)	15 - No Meeting: MLK Day
Feb. 2018	12 Workforce Development (Crouchet)	26 Enrollment Services (Mowry)
March 2018	12	26

Instruction

- Academics Studies & Pre-College Education
- Transitional Studies
- NWCTHS
- Aerospace, Transportation, Trades, and Computer Technology
- Workforce Development
- Health, Client/Business, and Human Services
- Nursing

Finance & Administration

- IT
- Facilities
- Budget/Finance
- Compliance

Student Success

- Admissions
- Enrollment Services
- Advising & Counseling/Career Services
- Financial Aid
- Multicultural Student Services/Assessment
- Student Involvement/Event Services
- International Education
- Hayes Child Development Center

Strategic Development

- HR
- Foundation
- Grants
- Campus Information
- Institutional Effectiveness/Accreditation

EXHIBIT B:



Workforce Development

2015-2016 Outcomes

Cristeen Crouchet – July 2016

MISSION

Workforce Development is dedicated to the creation, implementation, and facilitation of quality educational programs, funding opportunities, and student centered supports by being responsive to business/industry and community needs.

VISION

Building the foundation for a competitive workforce through specialized training, funding, and strategic student retention efforts.

STRATEGIC PRIORITIES

- *Support the mission and vision of the College*
- *Streamline access to workforce training and specialized funding sources*
- *Create and foster industry partnerships*

GOAL OUTCOME	ACTUAL OUTCOME	COMMENTS
<p>Create pre-college courses, certification, and recertification training through Continuing Education, Self-Support, and/or Contracts</p> <p>To include:</p> <ul style="list-style-type: none"> ○ 1 new self-support certificate or degree ○ 1 new DSHS contracted agreement for training ○ 1 new certification through CE 	<p>Quality Assurance Inspector Certificate</p> <ul style="list-style-type: none"> ✓ Fully developed and ready to be offered as a CE course. <p>HVAC Refrigeration Specialist Certificate</p> <ul style="list-style-type: none"> ✓ PAR completed and added to Inventory <p>Small Engine Repair Certification</p> <ul style="list-style-type: none"> ✓ 4th program added to the 2nd 5-year contract with JBLM NW Correctional Facility <p>DSHS Flagger Training Pipeline</p> <ul style="list-style-type: none"> ✓ Completed year 1 of 2 year contract <p>Environmental Workforce Development Job Training (EWDJT)</p> <ul style="list-style-type: none"> ✓ Partnership with the City of Tacoma and Tacoma Goodwill ✓ Completed final cohort of the 2013-2016 grant ✓ Applied for and awarded another 3-year grant <p>Port of Tacoma Small Business Development Contract</p> <ul style="list-style-type: none"> ✓ 2-year contract established to revise and deliver small business training through online/digital media <p>American Apprenticeship Initiative (AAI)</p> <ul style="list-style-type: none"> ✓ Partnership with South Seattle College ✓ Serve 210 pre-apprentice/apprentice students through 2020 ✓ In the process of preparing and requesting pre-apprenticeship recognition from L&I for C-TAP, and FSME 	<p><u>DSHS Flagger Training Pipeline</u> July 2015-2016 stats:</p> <ul style="list-style-type: none"> • 10 flagger classes offered • 0 canceled classes • 51 DSHS clients trained and certified • Total billed to DSHS: \$3,315.00 <p style="text-align: center;"><u>EWDJT</u> 2013-2016 grant cycle</p> <ul style="list-style-type: none"> • Total cohorts (including refresher): 8 • Total graduates: 116 • Total employed: 77

GOAL OUTCOME	ACTUAL OUTCOME	COMMENTS
<p><i>Increase Student Completion</i></p> <p>To include:</p> <ul style="list-style-type: none"> ○ Targeted retention efforts for all Workforce students via the Early Academic Alert System. ○ All Workforce students will be tracked for academic progression and intervention services offered as appropriate. ○ Student success and financial plans will be created for all Workforce students and monitoring quarterly. 	<p>Targeted Advising and Intake</p> <ul style="list-style-type: none"> ✓ All WorkFirst (WF) and Worker Retraining (WRT) students receive a personalized education plan every quarter. ✓ All WF and WRT students received a customized one-on-one intake to create student success plans each quarter which includes a financial plan quarter to quarter. <p>Early Alert System (Workforce developed and maintained)</p> <ul style="list-style-type: none"> ✓ All WF/WRT students are included in the Early Alert System and tracked quarterly. ✓ Progress is assessed a minimum of 3x per quarter. ✓ All students showing signs of lack of progression (whether assessed by instructor or self-identified by student) receive intervention services including: <ul style="list-style-type: none"> ▪ Tutoring, ▪ Financial assistance/resources, ▪ Licensed mental health counselor ▪ Connection to appropriate service providers for services such as housing, childcare, DV assistance, etc. <p>WorkFirst WorkStudy (WFWS)</p> <ul style="list-style-type: none"> ✓ Students that participate in WFWS at CPTC have the added benefit of completing their required DSHS job employment focused activity while attending school. This creates a “one stop” approach for students to gain work experience while achieving their educational goals. 	<p><u><i>Start Next Quarter (SNQ)</i></u></p> <ul style="list-style-type: none"> • Web tool (offered in partnership with the Seattle College District) implemented 8/15. • The online survey provides current and prospective students the opportunity to see if they qualify for Workforce funding. • 394 students have completed the survey to date. <p><u><i>Early Alert Progression (WF)</i></u></p> <p>Students continuing to the next quarter of their program after receiving EA intervention:</p> <ul style="list-style-type: none"> • Summer: 80% • Fall: 63% • Winter: 71% • Spring: 61% <p><u><i>Early Alert Progression (WRT)</i></u></p> <p>Students continuing to the next quarter of their program after receiving EA intervention:</p> <ul style="list-style-type: none"> • Summer: 88% • Fall: 80% • Winter: 100% • Spring: 55% <p><u><i>WFWS Progression(22 participants)</i></u></p> <p>Student workers progressing to the next quarter:</p> <p>Summer: 100% Fall: 83% Winter: 100% Spring: 100%</p>

GOAL OUTCOME	ACTUAL OUTCOME	COMMENTS
<p><i>Increase Graduate Employment</i></p> <p>To include:</p> <ul style="list-style-type: none"> ○ A dedicated Employment Navigator. ○ Increase all WF/WRT employment opportunities on and off campus ○ Offer job seeker training workshops ○ Increase employer partnerships ○ Development transition opportunities for students nearing program completion. ○ Increase partnerships with contracted providers to offer paid externships after program completion. ○ Access to Employment Security Job Developers upon program completion. 	<p>WF/WRT Employment Navigator</p> <ul style="list-style-type: none"> ✓ Hired July 2015 ✓ Offers ongoing job seeker training workshops ✓ Continuously develops employer partnerships <p>Employment Transition Opportunities</p> <ul style="list-style-type: none"> ✓ The Pierce County Colleges, in partnership with Dept. of Commerce providers (Pierce County), are developing a seamless education/training to employment process to identify and place WF students nearing completion into paid externships. ✓ WRT supports a part-time co-located Employment Security staff person to assist with employment opportunities during and after program completion. <p>WorkFirst WorkStudy</p> <ul style="list-style-type: none"> ✓ WFWS participants benefit from current/relevant work in their areas of study. WFWS participants are required to work with Employment Navigator prior to program/WS completion to create or update their resumes/cover letters. 	<p><u><i>Employer Engagement</i></u></p> <ul style="list-style-type: none"> • 13 employer contacts 11 provided tours of their facilities and completed "employer need" survey 2 of the 11 employers participated in a Job Seeker Workshop offered to WF/WRT students Spring Quarter. <p><u><i>Job Seeker Services Offered</i></u></p> <ul style="list-style-type: none"> • Resume/Cover letter Development • Interviewing techniques • SMART Goal Setting • Action Plan Development • Readiness in the Workplace Assessment • Job Targets <p><u><i>Job Seeker Services Provided to:</i></u></p> <ul style="list-style-type: none"> • 21 WF students • 24 WRT students
<p><i>Promote Transitions between ABE, Pre-College, and College-Level Courses</i></p> <p>To include:</p> <ul style="list-style-type: none"> ○ Workforce developed access and success plans for all ABE students 	<p>Quarterly Classroom Visits</p> <ul style="list-style-type: none"> ✓ WorkFirst/Worker Retraining Advisor completed quarterly classroom visits to ABE, I-BEST, ESL, and program classes to offer education and transition planning services to all students. 	<p><u><i>Classroom Visits Completed 15-16</i></u></p> <ul style="list-style-type: none"> • 36 ABE, ESL, I-BEST classroom visits • 30 classroom visits to the top 10 WRT enrolled programs
<p><i>Reach 15-16 Worker Retraining FTE Target</i></p> <ul style="list-style-type: none"> ○ 300 FTE target set by SBCTC 	<p>Target Met</p>	<p><u><i>Preliminary WRT data:</i></u></p> <ul style="list-style-type: none"> • 342 FTE's

GOAL OUTCOME	ACTUAL OUTCOME	COMMENTS
<p><i>Improve Department Processes</i></p> <p>To include:</p> <ul style="list-style-type: none"> ○ Create and implement a department manual to outline and streamline all functions of the multi-faceted department. ○ Each team member will create a position specific work plan that is tied to the mission/vision/goals of the department, division, and college. 	<p>Department Manual ✓ Created and Implemented Dec. 2015</p> <p>Employee Work Plans ✓ Each employee created a position specific work plan for 15-16</p>	<p><u><i>Continuous Improvement</i></u></p> <ul style="list-style-type: none"> • Department Manual will be updated as needed in order to continuously outline and streamline our internal processes. • Employee Work Plans will be updated as needed based on program/funding source/college identified goals/outcomes.

2015-2016 Workforce Development Team

Cristeen Crouchet	Director of Workforce Development
Michelle Barre	Workforce Development Special Projects Manager
Petra Perkins	Continuing Education Manager
Roxanne Sou	Workforce Development Instructional Program Assistant
Roland Alba	Workforce Development Office Assistant
Jennifer Weinmann	WorkFirst/Worker Retraining Advisor
Kate Wendland	WorkFirst Program Specialist
Les Sessoms	WorkFirst/Worker Retraining Employment Navigator
Haley Saucedo	WorkFirst/Worker Retraining Program Assistant
Theresa Hoffman	Employment Security Department Co-Lo
Christine Campbell	Special Projects *as needed
James Hairston	VIE 25 outreach *as needed

EXHIBIT C:
2016-2017 Budget Request

Wolcott, Lisa

Mon 2/1/2016 12:14 PM

Budget

To: All Faculty & Staff <AllFacultyandStaff@cptc.edu>;

Importance: High

📎 1 attachments (188 KB)

Permanent Budget Increase Request Form for 2016 Final.pdf;

GENERAL OPERATING FUND INCREASE REQUEST

Dear Colleagues,

The budget development process for 2016-2017 began December 2, 2015 with the first budget committee meeting. Since then, the committee has been working diligently to design and implement a transparent, inclusive and fair process for both permanent increase and one-time budget requests. This will be an annual process, and we will strive for continual improvement.

Time line:

- 01/29/16 applications sent to campus
- 02/12/16 application submission to budget committee deadline. No exceptions.
- 02/16-02/19/16 presentation schedule prepared
- 3/3-3/15/16 presentations **THIS IS OPEN TO THE CAMPUS FOR APPLYING AND OBSERVING**
 - Please work with your supervisors if you wish to attend
- 3/15-3/17/16 committee deliberations and proposal prepared for Exec Staff

Request process:

1. Fill out increase application form which is attached to this email
2. Provide all pertinent information; pricing, quote, installation costs, etc...
3. Work with and receive initial approval from your direct supervisor
4. Approved by Vice President of your division
5. Submit to budget committee (<mailto:budget.committee@cptc.edu>) on or before 02/12/16
6. Committee will assign date and time for request presentation
7. Presentations
8. Deliberations and proposal submitted to Direct Reports
9. Direct Reports final prioritization for FY 16-17

Criteria:

- Approved application submitted to committee
- Presentations limited to 10 minutes.
- PowerPoint presentations limited to 10 slides
- Strategic priorities addressed
- Impact statement provided

This is a competitive process for limited funding. Please provide your most compelling and persuasive arguments when submitting your application and also when you present.

Make sure application has been approved, meets the criteria and is submitted on time to avoid rejection.

Thank you,

Lisa Wolcott, Michelle Hillesland, Lucy Dorum, Greg Doyon, Lisa Fortson, Myra Morales, Jennifer Peterson, Nicholas Darling, Dawn Schuler, Sheli Sledge and LaRita Mandley
2016-2017 Budget Committee

Budget Increase Request Form for 2016-2017

See page 2 for details and definitions

Please check one: Permanent Increase or One Time Request

Name of Requestor:

Divisional VP:

Program/Department:

Title of request?

Amount of Request?

What is the purpose?

Who will it benefit?

How will this impact your area or department if the request is not approved?

Please tell us how this increase request relates to the Colleges Strategic Priorities

- Increase student success and educational access
- Respond to local community and business and industry
- Become more entrepreneurial

Where & When: The Budget Committee will require a 5-10 minute presentation. Requests over \$5000 will automatically require a PowerPoint presentation (Limited to 10 slides). See the back of form for definitions, presentation dates and a Q&A. Final decisions on budget increases will be made by the President and Direct Reports, not the Budget Committee.

Check the box category that best first your request:

Critical Need Maintenance Need Enhancement

Title & Signature of requestor

Date

Vice President Signature of approval

Date

Details & Definitions

Please work with your supervisor or designee before routing this to your VP for signature.

Definitions:

Critical Need:

Must have in order to continue and/or meet a standard.

Or

Essential for delivering the needed instruction for student success in learning the program and/or course goals, objectives, skills or required for accreditation.

Or

Inability to continue service and/or interruption of business process.

Maintenance Need:

To keep in optimal working order. This could be a maintenance agreement, replacement of worn parts (like brakes in a vehicle)...

Or

To be able to continually use and/or restore the tools/equipment that lead to meeting industry standards or simulation of skills.

Or

Ability to provide service at the current level

Enhancement:

An improvement to the program/division/process. For example, you can teach a class with using a chalkboard. However, a whiteboard is a great improvement, and an LCD projector even better.

Or

Being able to provide improvement to the program, course or student learning by increasing the quality of the learning experience that may lead to meeting industry needs or employment.

Or

Ability to be innovate, moving the college forward and looking to the future as best practices evolve.

Where & When

Presentations are currently scheduled for the afternoon of February _____

**Clover Park Technical College Priority Request For
2016 Funding From CPTC Foundation**

- I. CPTC asks the CPTC Foundation to consider the following funding priorities in their efforts during the 2016 calendar year.
 - 1) *Scholarships* – Continue to increase student access to a CPTC education.
 - 2) *College Support Funds* – Increase funding available for International Programs and sponsorships.
 - 3) *Student Success – Emerging Needs*
 - i. Raise \$50,000 towards the \$300,000 in priorities requested for CPTC programs.

- II. CPTC additionally requests CPTC Foundation to review the following areas for possible funding in the future.
 - 1) Scholarships
 - i. Expanding scholarship eligibility to include students who are WASFA-eligible, in NW Career & Technical High School, Running Start, or Dual Enrollment Programs.
 - ii. Implement a 13th year scholarship program for students completing NW Career & Technical High School.
 - 2) Student Emergency Grants –Review other colleges in Washington; consider other aspects of support to increase retention for our students.
 - 3) College Support Funds – Increase funding available.
 - 4) Student Success – Emerging Needs
 - i. Incrementally increase program funding to provide the most current training in tools and technology necessary for our students' successful completion of their individual degrees or certificates.

Exhibit F:

CLOVER PARK TECHNICAL COLLEGE

FACULTY

PROGRAM REVIEW HANDBOOK

PROGRAM REVIEW

PURPOSE

The purpose of the program review process is to support program effectiveness and foster continuous program improvement. Through the program review process, all preparatory programs are reviewed on a consistent basis to assess program effectiveness in supporting the mission of the college and meeting the training needs of business and industry.

OBJECTIVES

Program Review involves the systematic collection, analysis, and interpretation of data to assess the overall design and effectiveness of the program. The information gathered and analyzed will aid in planning, decision-making, personnel development, utilization of college resources, and program improvement and/or enhancement.

The objectives of the program review process are to

- Recommend assistance
- Recommend resources
- Evaluate curriculum
- Identify how stated programs outcomes are achieved
- Enhance enrollment and student retention
- Identify current trends/changes in industry
- Submit final program recommendation

PROCESS

A. Method of Selection

A four-year review schedule will be maintained following approval of the schedule by the Vice President for Instruction and the Federation President. Approximately one-fourth of all preparatory programs will be selected each year within a four-year cycle.

A program may be selected for program review earlier than the scheduled cycle based on the following reasons:

- a. Enrollment concerns
- b. Instructor(s) volunteer their program for review.
- c. Other, i.e. changes in industry.

When a program is selected for program review earlier than the scheduled cycle, the Vice President for Instruction will notify the Federation President no later than May 31 of the review year.

B. Composition of Committee

The committee will consist of:

1. Vice President for Instruction or designee
2. Program Dean (Chair)
3. Faculty member(s) of the program being reviewed (when voting on a recommendation or motion, faculty from a multi-faculty program will have one combined vote per program)
4. Chair of the Program Advisory Committee or designee
5. Federation Representative

If an action item related to marketing is identified during the program review process, a representative from the marketing department may be asked to meet with the instructor to assess the marketing plan developed by the instructor and provide recommendations for improved promotion of the program.

The Program Dean will be responsible to assemble the committee and coordinate meeting times and ensure all committee members are informed of all meeting times. The Instructional Program Assistant shall be responsible for taking and preparing minutes for all meetings. All committee members should be present for all meetings.

C. The Review

The faculty in the program will collaboratively prepare a written response to each of the following nine (9) elements for review by the Program Review Committee. In order to have ample time to prepare responses, faculty will be given at least 40 working days' notice. At meetings as called by the Chair, members of the Program Review Committee and the faculty will discuss responses provided in the written report and at a minimum will review:

1. General Program Information

In this section, please include information such as the following: a.

Program Title

- b. Narrative program description from the Catalog
- c. Program history (optional)
- d. Articulation agreements your program has with high schools and/or four-year institutions.
- e. Updated career pathway chart for your program

2. Program Measurements

Faculty will review and analyze (in narrative form) their program. The data necessary for this review and analysis are provided by institutional research and planning staff unless otherwise noted; a. FTE

- b. Student faculty ratio
- c. Headcount
- d. Student retention
- e. CPTC degrees/certificates granted
- f. Completion of industry certifications or licenses, if applicable (provided by faculty)
- g. Estimated job placement based on data matching with employment security
- h. Known employment (provided by faculty)

- i. Comparison to other program data.
3. Program Capacity and Staffing
- a. Program Capacity
 - 1. Is the student capacity appropriate to the learning environment?
 - 2. Are there safety issues? If so, explain.
 - 3. Are there facilities/equipment issues? If so, explain.
 - 4. Are there other factors that impact program capacity?
 - b. Staffing
 - 1. What is the appropriate student/instructor ratio for this program?
 - 2. Referring to the program measurements shown in the previous section, is the program adequately staffed?
4. Trends / Needs / Industry Changes
- a. Employment trends
 - 1. What types of jobs are graduates from this program prepared to enter?
 - 2. What are the short- and long-term employment projections for these jobs?
 - 3. What are the projected wages for graduates in this industry?
 - b. Industry changes
 - 1. Identify industry changes over the past four years
 - 2. What was done to respond to the changes? Examples: revise curriculum, reallocate resources, and revise program outcome goals.
 - 3. Identify pending industry changes that will impact future curriculum or technology needs.
 - 4. How could capacity be expanded to meet demand, if necessary?
 - c. Faculty Professional Development
 - 1. Identify staff training that has occurred over the past four years.
 - 2. Identify potential areas for future training to update industry skills or enhance instructional delivery.
 - d. Advisory Committee
 - 1. Does the advisory committee provide a broad representation of industry and does it meet the state requirements for member composition?
 - 2. What contributions and recommendations has the advisory committee made since the last program review?
 - 3. What was the outcome of advisory committee recommendations?
 - 4. When was an advisory committee self-assessment last conducted? (include a copy of the assessment in the appendix.)
 - e. Alumni input
 - 1. What input have former students provided about the program over the past four years?
 - 2. How was it gathered?
 - 3. What was done with the information?

5. Direct Program Costs (related directly to delivery of instruction)
 - a. What are the primary college costs related to offering this program? (Information provided by the division office.)
 - b. What are the costs per FTE? How does this compare to the average cost of FTEs within our college? (Information provided by the division office and institutional research.)
 - c. Is the goods and services budget for the program adequate for meeting the program expenses?
 - d. What are the primary costs for students taking this program?
 - e. Is the fee list provided on the college website accurate and appropriate for the needs of the program?

6. Marketing
 - a. What promotional efforts have occurred since the last program review? How effective have the efforts been?
 - b. Provide strategies to promote the program today and in the future.

7. Facilities / Equipment / Infrastructure
 - a. Are the facility and equipment needs of the program adequately supported as viewed...
 1. By the Advisory Committee?
 2. By the faculty?
 3. Through allocation of budget dollars/other resources?
 - b. Have alternative sources been investigated? If so, what were they are what was the result?

8. Curriculum and Assessment
 - a. When was the curriculum last revised?
 - b. How was the curriculum changed? (New program options/alternatives added, credits/clock hours changed, content updated based on changes in business/ industry, other?)
 - c. What evidence do you have that students are achieving the outcomes identified for your program?
 - d. Does the program actively engage in ongoing program assessment? How are results of assessment efforts being used to improve curriculum/student learning?
 - e. What is the process used for advisory committee review of program curriculum? How often does this occur?

9. Other Program Influences
 - a. Do other CPTC programs compete with the program? If so, how? Examples: curriculum duplication, budget/resource allocation, student enrollments, marketing, job prospects
 - b. Program successes and awards.
 - c. Legislation – current or future initiatives that impact the program
 - d. Geographic competition – similar or like program being offered at neighboring institutions

D. Timelines

From the initial and subsequent meetings, the Program Review Committee will develop an action plan and formulate a final recommendation for the program. The Committee will develop its final recommendation no later than six (6) months from the initial meeting. The six-month timeline may be extended by the Vice President for Instruction in order to carry out the terms of an action plan implemented prior to or during the program review process.

E. Criteria for Action Plan

The Program Review Committee will develop an action plan as follows:

1. Identify goals, timelines and individual(s) responsible for carrying out each goal.
2. Identify how achievement of the goals will be communicated?
3. Include a statement regarding continuation of the program review process.

F. Distribution of the Action Plan and Program Review Results

1. All members of the Program Review Committee will receive a copy of the action plan with the minutes of the meeting in which the action plan was created.
2. By June 30 of each year, the chair will provide the Vice President for Instruction with a written report summarizing the status of each action item.
3. The Vice President for Instruction or designee will provide the College President and current Faculty Union President a listing of programs reviewed and the results of those reviews by July 31 of each year.

G. Program Closure

If during the course of a program review it is determined that the program needs to be closed, the following steps will be taken:

1. A plan for program closure will be developed by the Vice President for Instruction in consultation with the Dean for the program recommended for closure and program faculty.
2. A written summary will be sent to the current Faculty Union President.
3. The Vice President for Instruction will forward his/her recommendation regarding program closure to the College President.
4. The College President will be the deciding authority on program closure.
5. If program closure results in a faculty lay-off, the RIF procedures as outlined in Article 12.11 will be followed.

Exhibit G:

**Three-Year Strategic Plan for
Student Learning Outcomes Assessment**

“Assessment of learning outcomes proves not only that learning occurred, but indicates through data what the instructor can do to improve the courses and the program in demonstrable ways.”

Final Outcome: Given training and resources, program faculty will build a portfolio of their program outcomes, their course outcomes, and the college core abilities, demonstrating at least three assessment cycles of data, and explaining how that data was acted upon to improve the quality of their programs.

Year One: Good Outcomes In = Good Data Out

This year is dedicated to supporting faculty as they begin ensuring that every program and course outcome is written clearly, specifically, and accessibly so students know what they will learn, what they will be assessed upon, and are insured that instructors within a program teach consistently. Faculty will receive training and resources for assessing their programs through Taskstream. Professional development courses will be offered to faculty throughout the year.

Outcome #1: Faculty will evaluate their ownership and responsibilities of student learning outcomes assessment in order to create a list of 2-3 ~~items~~ courses to begin assessing using Taskstream immediately. Faculty who are already assessing, will review their assessment choices.

October 28, 2016 Faculty In Service. Dr. Loveday addresses student learning outcomes in her presentation to faculty.

November, 2016 through May, 2017: Short and moderate length courses are offered to faculty weekly to assist and support their outcome writing and alignment abilities.

January 31, 2017: Faculty submit program outcomes, reviewed and revised, to the Vice President of Instruction’s office. All four core abilities (institutional outcomes) are clearly identified in the program outcomes.

March 31, 2017: Faculty submit course outcomes, reviewed and revised, to the Vice President of Instruction’s office.

May 10, 2017: Faculty receive a master list of program outcomes and all course outcomes to create a crosswalk and revise outcomes of five courses to bring to In service

May 19, 2017 Faculty In Service. Instructors will have time and resources to revise and upgrade their outcomes. Programs will be grouped as learning partnerships to work together for the next several years (sister programs).

Outcome #3: Faculty will commit to data-driven assessment decisions by creating/revising an assessment plan in Taskstream.

September 25, 2017 Fall Syllabi on the new template due to deans' offices for public inspection. Unless revised course outcomes have been approved through Curriculum Committee, the old outcomes must be on the new syllabi template.

Year Two: Choosing and Using Good Data: Faculty Control, Ownership, and Action

"Assessment of outcomes is always in the control of the instructor."

This year is dedicated to increasing the ability of instructors to choose, research, and interpret the results of their assessment measures. Attention will be paid to training new faculty in the outcomes of Year One. Faculty will also receive resources and training to better align student-level assessments with course outcomes. Professional development courses will be offered to faculty throughout the year.

Outcome #4: Faculty will identify their current program assessment efforts, and examine at least five additional opportunities for assessment of their program outcomes.

Outcome #5: Faculty will align course outcomes with appropriate assessment methods.

Outcome #6: Faculty will demonstrate completion of an assessment cycle, with identified potential improvements to be made to course/program based on the data collected.

Fall In Service: Faculty will work with their team program faculty (as assigned in May, 2017 In Service). They will revise/update their assessment plan, continue upgrading course and program outcomes, and evaluate alignment between course outcomes and assessment of student learning. The concentration of the in service will include learning and working on creating and completing the assessment loop. Faculty will share their work with their sister programs faculty, and help each other.

November 30, 2017: Revised Outcomes Laminated. Faculty will submit their program outcomes to be made into a laminated poster for their area.

Training/Mentoring: New faculty will be identified and offered training. Courses will continue to be offered for faculty.

Quarterly: Faculty will review and update their Taskstream data.

Spring In Service: Faculty will have time to meet and work with their program team members and their assigned sister programs to discuss and evaluate their assessment results, upgraded outcomes, and identify next cycle of assessment based on data of last cycle. Faculty will receive additional training in aligning assessment of student learning to assessment methods.

Year Three: Improve, Collaborate, Celebrate

"Data leads to solutions. Solutions lead to collecting more data."

This year will be dedicated to increasing the ability of faculty in the first six outcomes, as needed. Attention will be paid to training new faculty in the outcomes of Year One and Year Two. Faculty will receive additional training in creating, researching, and interpreting data for their assessment

measures. The final in service will be a celebration of the completed first cycle. Professional development courses will be offered to faculty throughout the year.

Outcome #7: Faculty will display presentations of their Student Learning Outcomes Assessment Project.

Fall In Service: Faculty will continue to receive training and work time to better assess their programs. Emphasis will be placed on interpreting data and developing assessment measures based on the data. Sister programs will continue working together.

Quarterly: Faculty will review and update their Taskstream data.

Spring In Service: Faculty will share their results through portfolios, videos, or other means for their colleagues and the rest of the college to view. Work time, celebration, and emphasis on continuing the assessment cycle will occur.

Exhibit H:

Description of CPTC's Core Abilities

Communication

Communication is the ability to receive and deliver written, spoken, and visual information clearly and accurately. Effective communication skills are vital in getting and keeping clients. Effective communication skills are at the heart of maintaining successful working relationships with coworkers and customers. The capacity to think clearly, work with others, and be productive is tied to one's ability to communicate. A good communicator selects and analyzes information and informs others using the best method(s) for the situation. Communication can be in verbal, written, graphic, pictorial, multi-media, or other forms.

- **Reads Effectively:** Reads, locates understands, and interprets information printed in prose, tables, figures, graphs, and schedules. Follows written instructions. Applies appropriate reading strategies to suit the purpose.
- **Writes Effectively:** Communicates thoughts, ideas, procedures, and appropriate information in writing. Creates pertinent documents such as letters, directions, manuals, reports, graphs, schedules, and flow charts. Uses the English language correctly employing proper spelling, grammar, and sentence structure. Writes legibly, uses acceptable language, provides necessary detail, and uses accurate descriptions that others can understand.
- **Listens Effectively:** Receives, interprets, and responds to verbal messages and associated nonverbal cues questions. Understands the impact of nonverbal communication. Follows verbal instructions. Chooses active or passive listening style appropriately. Listens actively by questioning, paraphrasing, and taking notes.
- **Speaks Fluently:** Communicates verbally using organized ideas. Applies the English language correctly using proper grammar, sentence structure, and pronunciation. Enunciates clearly. Uses acceptable language. Gives verbal instructions and accurate descriptions that others can understand. Provides necessary detail. Asks and answers clarifying questions.

Critical Thinking/Problem Solving

Critical thinking means that an individual applies the principles and strategies of purposeful, active organized thinking. It includes the ability to formulate, evaluate, and synthesize facts, data, evidence, assumptions, values, and points of view. Problem solving is the appropriate application of the resulting synthesis, often to deal with an existing or projected shortcoming. Responsibility for making good decisions, accomplishing tasks, and managing workplace systems is increasingly falling to the worker. Direction and discipline must come from within rather than from above, as organizations decentralize. Employees at all levels will be asked to contribute ideas, help solve problems, and make decisions.

- **Thinks Creatively:** Generates new ideas. Asks questions. Adapts known procedures and systems to new problems and situations.
- **Solves Problems:** Recognizes problems. Makes effective decisions. Gathers resources relative to solving the problem. Specifies goals and recognizes constraints. Organizes

data and processes symbols, pictures, graphs, objects, and other information to favor reaching an established goal. Breaks larger problems into a sequence or series of more manageable problems. Makes decisions based on careful analysis. Develops alternative solutions. Chooses best alternative by evaluating risks and options. Devises and implements plans of action. Budgets time and resources realistically. Checks implemented solutions for favorable results. Evaluates and supports solutions. Makes changes based upon new requirements.

- **Establishes Goals:** Identifies paths that lead to an established goal. Uses efficient learning techniques to acquire knowledge and skills. Applies problem solving techniques.
- **Reasons Effectively:** Discovers rules or principles underlying the relationship between two or more items and uses them to his or her advantage. Distinguishes trends. Recognizes the difference between facts and opinions. Uses logical reasoning in solving problems or dealing with information. Understands other points of view.
- **Uses Mathematics Effectively:** Performs basic computations. Applies appropriate mathematical techniques to solve practical problems. Reads mathematical symbology accurately. Writes mathematical expressions that others can understand. Applies problem-solving procedures. Applies logical reasoning in solving problems or dealing with information. Checks solutions for accuracy.

Personal/Professional Responsibility

Personal/Professional Responsibility is the ability to apply effective work habits and attitudes within an organizational setting and to work successfully with others as part of the total team, both inside and outside the workplace. An individual with personal/professional responsibility recognizes an obligation to him or herself and to others for his or her decisions and actions. Managing one's self, being accountable for activities, applying the ethical and quality standards of one's occupation and building one's character with strengths in integrity, civility, and human awareness are key employee traits. Each individual in the workforce must work with others as a part of the total team, both inside and outside the workplace. This requires responsibility to one's self, employers or employees, co-workers, customers, suppliers, and clients. The team approach becomes increasingly important as those with specialized job knowledge are asked to help solve problems, make decisions, and implement ideas.

- **Demonstrates Personal Responsibility:** Sets and works toward personal and professional goals. Understands and uses job descriptions. Understands work requirements before beginning work. Organizes applicable work project materials and resources including time. Maintains high standards or personal ethics and individual behavior. Demonstrates dependability and accuracy. Dedicated to doing any task or job well. Follows safety procedures. Follows instructions and schedules. Completes all job requirements. Manages time and workload effectively. Demonstrates perseverance and initiative. Recognizes the need for life-long growth and takes responsibility for his/her own learning.
- **Demonstrates and Promotes Teamwork:** Demonstrates empathy, politeness, friendliness, self-control, and open mindedness. Demonstrates respect for others through work and action. Works cooperatively with workers, co-workers, supervisors, customers and clients, and suppliers. Contributes to a group through ideas, suggestions, plans and personal effort. Works to meet the needs and expectations of other professionals and customers. Works well with either gender as well as people with diverse ethnic, social,

and/or educational backgrounds. Understands, tolerates, and values individual differences. Maintains confidentiality. Applies principles of effective citizenship. Provides constructive criticism, good advice, and feedback appropriately. Accepts and uses constructive criticism. Helps others to learn, grow, and improve.

- **Demonstrates Leadership Skills:** Encourages, persuades, convinces, or otherwise motivates individuals or groups. Applies conflict-management skills. Resolves conflict effectively. Challenges existing policies, procedures, and authorities responsibly and tactfully. Delegates tasks and duties effectively. Understands and prepares responsible assignments and schedules. Seeks fairness.

Information/Technological Literacy

Information/technological literacy means using modern electronic and industrial devices to accomplish tasks in today's workplace. The use of computers, specialized software, and microprocessor-based equipment permeates the workplace. The abilities to retrieve and manage data; interpret, evaluate, and use information; employ modern electronic and industrial devices, and adapt to changing technologies are becoming increasingly important. Accessing and managing existing information can be essential job skills. Processing and presenting information can be equally essential. The employee who knows how to learn and gather information can adapt to technological changes and acquire new skills quickly, and absorb, process, and apply information as needed.

- **Manages and Utilizes Information:** Identifies requirements for data, obtains appropriate data from existing sources to include books, libraries, or other resources. Creates data when necessary. Evaluates data for relevance and accuracy. Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to best use them based upon existing and projected requirements. Organizes, processes, and maintains written or computerized records and other forms of information in a systematic fashion. Refers to reference materials during the course of task completion. Prepares accurate budgets to include cost and revenue forecasts.
- **Interprets and Communicates Information:** Selects and analyzes information. Effectively communicates information and results to others using oral, written, graphic, pictorial, or multimedia methods. Adjusts execution of budgets and other plans appropriately.
- **Selects and Applies Technology to a Task:** Judges which set of procedures, tools, or machines, including computers and their applications, will produce the desired results. Tools may be electronic or industrial, but may also include books, manuals, and community resources. Uses tools and resources competently and safely.
- **Maintains and Troubleshoots Technology:** Sets up computers, microprocessor-based devices, and associated programming systems properly. Sets up machines properly. Prevents, identifies, or solves problems in machines, computers, and other technologies. Uses diagnostic devices. Predicts impact of actions on system operations, diagnoses deviations, and takes necessary action to correct performance. Practices regular, routine maintenance.



Pre-Algebra

**Course ID: CloverParkPIA*

*You must purchase an Access Code to start your work in the class!**

www.learn.hawkeslearning.com

Math 092

Hawkes Learning Systems

Fall Quarter, 2017

Hybrid-Meets: M, T, W (B. 16-Rm.116)

September 25-December 14

5 Credits

Total Hours: 55

Instructor: Tula Mollas

Email Address: tula.mollas@cptc.edu

Office Hours: Thursday: 10-2

Office Location: 16-110

Revision Dates: August 19, 2017

COURSE DESCRIPTION: Covers basic operations with whole numbers, fractions, decimals, percentages, ratio and proportion, signed numbers, algebraic expressions, linear equations, order of operations, basic geometry, units of measurements, and introduction to Statistics.

PREREQUISITES: Accuplacer Score placement.

COLLEGE-WIDE CORE ABILITIES

Core abilities are transferable skills that are essential to an individual’s success, regardless of occupation or community setting. These skills:

- Complement specific occupational skills
- Broaden one’s ability to function outside a given occupation, and
- Connect occupation, personal, and community roles.

	Communication	Personal/Professional Responsibility
	Information/Technological Literacy	Critical Thinking/Problem Solving

These symbols appear in the course syllabus to identify which specific learning outcomes relate to the core abilities. Your instructor will provide more detailed explanations of how acquiring these core abilities can help you to successfully achieve your career, educational and personal goals

LEARNING OUTCOMES WITH CORE ABILITIES:

Learning Outcomes:				
Upon completion of this course the student will be able to:				
Outcome 1. Use basic operations to solve whole number problems.		X		
Outcome 2. Use basic operations to solve decimal problems.		X		
Outcome 3. Use basic operations to solve fraction problems.		X		
Outcome 4. To solve problems using ratios and proportions.		X		
Outcome 5. To solve percentage problems.		X		
Outcome 6. Understand and use the metric system of measurement.		X		
Outcome 7. Understand and use the U.S. conventional system of measurement.		X		

Outcome 8. Apply problem-solving strategies to solve word problems.		X		
Outcome 9. Understand and use basic geometry.		X		
Outcome 10. Understand the different types of numbers and use a number line to compare numbers and find distances.		X		

EVALUATION OF LEARNING OUTCOMES: The student will meet these outcomes successfully by maintaining a minimum of 70% or a letter grade of C (2.0) or better to advance to Math 094.

Grade is based on the following criteria: In-Class Tests; Certify or Homework Lessons; Quizzes; Comprehensive Final Exam.

All tests are closed book & No Notes Allowed -Tests must be taken on exam day (No retakes). Use of calculators is at the discretion of the instructor. Exams, assignments, and other graded materials may not be returned.

GRADING SCALE

POINTS	GRADE POINT	GRADE
930-1000	4.0	A
900-920	3.7	A-
880-890	3.3	B+
830-870	3.0	B
800-820	2.7	B-
780-790	2.3	C+
700-770	2.0	C
670-690	1.7	C-
Not Passing	1.3	D+
Not Passing	1.0	D
Not Passing	0.7	D-
Not Passing	0.0	F

LEARNING ACTIVITIES/REQUIRED LESSONS: 5 Chapters/38 lessons + 5 Bonus

***** Please follow your due dates on your Hawkes Progress Report Page located in the Hawkes program-not on Canvas.**

Chapter 1

- 1.3 Multiplication & Division with Whole Numbers
- 1.4 Problem Solving with Whole Numbers
- 1.5 Solving Equations with Whole Numbers
- 1.6 Exponents & Order of Operations
- 1.7 Introduction to Polynomials
- *****1.8 **Introduction to Integers: (Extra Credit-6 Points)**
- 1.9 Addition with Integers
- 1.10 Subtraction with Integers
- 1.11 Multiplication & Division with Integers, Order of Operations
- *****1.12 **Applications: Change in Value & Mean: (Extra Credit-6 Points)**
- 1.13 Introduction to Like Terms & Polynomials
- 1.14 Solving Equations with Integers

Chapter 2

- 2.3 Prime Factorization
- 2.4 Least Common Multiple (LCM)
- 2.5 Reducing & Multiplication with Fractions
- 2.6 Division with Fractions
- 2.7 Addition & Subtraction with Fractions
- 2.9 Multiplication & Division with Mixed Numbers
- *****2.11 **Complex Fractions & Order of Operations: (Extra Credit-10 Points)**
- 2.13a Ratio & Price per Unit
- 2.13c Finding the Unknown Term in a Proportion

Chapter 3

- 3.1 Reading, Writing, & Rounding Decimal Numbers
- 3.2 Addition & Subtraction with Decimal Numbers
- 3.3 Multiplication & Division with Decimal Numbers
- 3.4 Measures of Center (Stats)
- 3.6 Basics of Percent
- *****3.7 **Applications for Percent: (Extra Credit-5 Points)**
- 3.8 Simple Interest
- 3.9 Square Roots

Chapter 4

- 4.1a Metric System: Length & Area
- 4.2 U.S. Measurements & Metric Equivalents
- *****4.3 **Introduction to Geometry: (Extra Credit-7 Points)**
- 4.4 Formulas for Perimeter
- 4.5 Formulas for Area
- 4.6 Formulas for Volume
- 4.7 Similarity

Chapter 5

- 5.1b Simplifying Expressions
- 5.1c Evaluating Algebraic Expressions
- 5.3a Solving Linear Equations Using Addition & Subtraction
- 5.3b Solving Linear Equations Using Multiplication & Division
- 5.4 Solving Linear Equations: $ax+b=c$

****Extra Credit: 1.8, 1.12, 2.11, 3.7, 4.3. No due dates on the E/C lessons. Extra credit points will be included in your overall grade.**

****Assignments subject to change as needed.**

COURSE POLICIES (GENERAL RULES)

- ❖ **Attendance:** Initial daily on the Attendance roster when you first get to class, not at the end of class. Do not initial for any other student. Class attendance is required for success and maximum benefit. There are **no excused or unexcused absences-an absence is an absence**. Excessive absences may result in removal from the course. ****A student may be dropped from the course after three absences, unless prior arrangements have been made with the instructor.** You are expected to be on time to attend each class with the required access code, textbook(s), materials, paper, etc. Students who are more than 10 minutes late or who leave more than 10 minutes early may be counted as absent.
- ❖ **Class Preparedness:** Students must prepare for each class by reading ahead in accordance with the course calendar and are expected to participate and take notes. In addition to scheduled class time, students may also find that they need to spend extra time in the learning center lab (library) if they are falling behind the suggested pace.
- ❖ **Homework:** **Homework assignments (or practice exercises) may be assigned by the Interactive Math computer program or the instructor. Homework is the responsibility of the student to complete the assignment and check the answers.** Moreover, the instructor may assign individual or in-class group assignments.
- ❖ **Quizzes & Exams:** In-class tests will be assigned by the instructor on a regular basis, and they will be announced in Hawkes and on Canvas in advance. The final date for the comprehensive final exam will be determined by the instructor.

EXPECTATIONS FOR ACADEMIC HONESTY AND INTEGRITY

- ❖ Disciplinary action may be taken for misconduct including dishonesty, cheating, and plagiarism. Cheating is intentionally using material you been directed not to use during an exam or deliberately copying answers from another student's paper. Cheating is also sharing information or acquiring information from students who have previously taken the same exams as well as taking an exam for a student other than yourself.
- ❖ Penalties for Academic Dishonesty: For a first offense, a student will receive no credit (0 points) on the assignment. If a second offense should occur, the student will receive no credit for the course.
- ❖ Please refer to the Clover Park Technical College (CPTC) 2017-2018 Catalog.

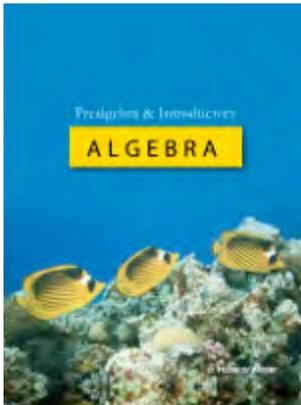
CONDUCT

- ❖ Loud, disruptive behavior, personal conversations, and sleeping during class will not be allowed. **This includes cell phones and headphones while listening to music.** The instructor has the authority to ask students to leave the classroom-if their behavior becomes a distraction to the learning environment. The instructor also reserves the right to implement an assigned classroom seating policy.
- ❖ No children or other visitors are allowed either in the classroom or the computer lab.
- ❖ Libel, obscenity, vulgarity, or personal attacks are prohibited.
- ❖ Harassment or disrespect of other students, including the instructor, either verbally or physically, is strictly prohibited. RE: CPTC 2017-2018 Catalog.

***Math and English Tutoring

The college offers free tutoring to help students be more successful in their pre-college and college-level Math and English courses. The Tutoring Center is located in Bldg. 15. No appointment is needed. For maximum benefit, students are encouraged to seek tutoring help early in the quarter.

Required Text: Prealgebra & Introductory Algebra--(You must have the access code in order to work in the program!) Approximate Cost: \$85.75-\$114.30 per bookstore



Prealgebra & Introductory Algebra (Courseware + eBook)
FIRST EDITION
© 2012
D. Franklin Wright, Cerritos College
ISBN: 978-1-941552-63-6

Bundled with Hawkes Learning Systems:
[PREALGEBRA & INTRODUCTORY ALGEBRA courseware](#)
ISBN (hard cover): 978-1-941552-20-9

TEXT: Hawkes Learning Systems: PREALGEBRA & INTRODUCTORY ALGEBRA, 1/E textbook (The “Bundle” includes text & courseware). I do not require the textbook-only the software code.

You may purchase the courseware from the bookstore, Bldg. 23, or purchase the Access Code and download it from the website: www.learn.hawkeslearning.com

Caution:

Do not purchase a used License Number or an Access Code from other students or online vendors. License Numbers and Access Codes are registered to the original purchaser only!

Disability Statement: CPTC values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming.

In order to ensure that the accommodations provided are reasonable and appropriate, all disability-related accommodation requests are processed through our Disability Resources for Student (DRS) Office. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Coordinator to schedule an appointment and initiate a conversation about reasonable accommodations. The DRS Office is located in Bldg. 17, Room 150, 253-589-5676, disabilityresources@cptc.edu, <http://www.cptc.edu/disability>.

If you have already documented a disability or other condition through the CPTC DRS Office, qualified for services and would like to receive accommodations in my class, please contact DRS and request that your Letter of Accommodations be sent to me so that I will know which accommodations are necessary to support you while in my class.

Library/Resource Center: Building 15, 253-589-5544, Computer Lab: 253-589-5820, [Library Services](#)

Student Code of Conduct: [Code of Conduct](#)

Veterans Resource Center: Building 2, Room 109, 253-589-5966, [Veterans Resource Center](#)



Computer Networking & Information Systems Security

NSS 201

Advanced Linux

Learning Outcomes	Program Outcomes	Core Abilities			
Upon completion of this course the learner will be able to:					
Objective 1: Install and Describe the Linux operating system and how it relates to the Desktop and Server	2, 4				X
Objective 2: Explain and use the functions of the Linux shells and the syntax for entering advanced Linux command.	3, 4	X			
Objective 3: Install and compile different types of packages based on the computers' role and needs.	2, 4				X
Objective 4: Install and configure an advanced Linux system using different distributions and applications based upon business needs.	2, 6, 9			X	
Objective 5: Install a Linux file system and a Linux	4				X
Objective 6: Use the basic and advanced Linux file manipulation commands.	2, 4, 5, 7				X
Objective 7: Identify different Linux distributions and the package managers they use	3, 4, 5		X		

Exhibit K:

CNISS Program Outcomes	
1	Diagnose and repair computers and printers.
2	Analyze user and system problems. Provide network and computer support.
3	Demonstrate best practices for installing, configuring, and administering server operating systems, network devices, and directory services.
4	Analyze user and intruder activity, analyze malware, collect evidence, and document findings.
5	Discuss technical issues orally and in writing with supervisors, team members, and users at a college level.
6	Discuss technical issues orally and in writing with supervisors, team members, and users at a college level.
7	Evaluate risk in information systems. Demonstrate sound judgement when recommending cybersecurity mitigations.
8	Plan, design, and implement computer networks in a team environment.

CNISS Assessment Cycle 2013-2014	
Outcome 1	Technical Proficiency: Express technical proficiency when working on projects.
Measure	By the end of second quarter all students will successfully build a working computer to a given set of specifications. (Core Ability: Critical Thinking/Problem Solving)
Acceptable Target	90% of students will successfully build a working computer to a given set of specifications.
Ideal Target	100% of students will successfully build a working computer to a given set of specifications
Timeline	Quarterly
Personnel	Program Faculty
Summary of Findings	All students who successfully completed second quarter successfully built a working computer to a given set of specification. Target: Exceeded.
Recommendation	Continue current Training methods
Outcome 2	Network Configuration: Prepare, plan and implement a secure network
Measure	By the end of fourth quarter all students will successfully build a working client / server network to a given set of specifications. (Core Ability: Critical Thinking/Problem Solving)
Acceptable Target	90% of students will successfully build a working client / server network to a given set of specifications
Ideal Target	98% of students will successfully build a working client / server network to a given set of specifications

Timeline	Quarterly
Personnel	Program Faculty
Summary of Findings	Students who successfully completed the fourth quarter have built a working client / server network to a given set of specifications, Target: Approaching
Recommendation	Continue current training methods for upcoming cohorts
Outcome 3	Administer problem solving and decision making skills to resolve customer concerns, questions, and complaints
Measure	Presented with varying Information Technology network issues, CNISS students will be able to implement problem solving techniques to provide a workable solution during classroom activities.
Acceptable Target	80% of students will provide a valid solution for varying information technology issues encountered in a network environment
Ideal Target	90% of student will provide a valid solution for varying information technology issues encountered in a network environment
Timeline	Quarterly
Personnel	Program Faculty
Summary of Findings	Majority of CNISS Students were able to implement problem solving techniques to provide a workable solution when presented with varying Information Technology network issues. Target: Approaching
Recommendation	Continue current educational methods.

CNISS Assessment Cycle 2014-2015	
Outcome 2	Problem Solving: Administer problem solving and decision making skills to resolve customer concerns, questions, and complaints (Core Ability: Critical Thinking/Problem Solving)
Measure	Presented with varying Information Technology network issues, CNISS students will be able to implement problem solving techniques to provide a workable solution during classroom activities.
Acceptable Target	80% of students will provide a valid solution for varying information technology issues encountered in a network environment
Ideal Target	90% of student will provide a valid solution for varying information technology issues encountered in a network environment
Timeline	Quarterly
Personnel	Program Instructors
Summary of Findings	Presented with varying Information Technology network issues, 82% of CNISS students were able to implement problem solving techniques to provide a workable solution during classroom activities.
Recommendation	Changing the educational vehicle to more effective system: The online material did not provide the students efficient motivation to complete all

	required assignments when not in the classroom. Students expressed a desire for more in class exercises.
Outcome 3	Intern Partnership Satisfaction: Perform all aspects of Computer Security services to customer/company satisfaction. (Core Ability: all)
Measure	Internship Partners will grade each student on the following categories: Technical Proficiency, Work Ethic, Communication Skills, and workforce readiness.
Acceptable Target	All internship partners will be 80% satisfied with the CNISS students job performance.
Ideal Target	All internship partners will be 90% satisfied with the CNISS students' job performance.
Timeline	Quarterly
Personnel	Program Instructors
Summary of Findings	Internship Partners evaluations of each student provided favorable feedback. Overall 87% of partners were satisfied with student proficiencies.
Recommendation	Internship partners expressed the need for student to have introduction to SQL / database management knowledge. The CNISS program plans to implement a change in 2016.

Assessment Cycle 2016-2017	
Outcome 1	Technical Proficiency: Express technical proficiency when working on projects.
Measure	By the end of second quarter all students will successfully build a working computer to a given set of specifications. (Core Ability: Critical Thinking/Problem Solving)
Acceptable Target	90% of students will successfully build a working computer to a given set of specifications.
Ideal Target	100% of students will successfully build a working computer to a given set of specifications
Timeline	Quarterly
Personnel	Program Faculty
Summary of Findings	By the end of second quarter 96% of students were able to successfully build a working computer to given specification.
Recommendation	Continue current Training methods
Outcome 2	Network Configuration: Prepare, plan and implement a secure network
Measure	By the end of fourth quarter all students will successfully build a working client / server network to a given set of specifications. (Core Ability: Critical

	Thinking/Problem Solving)
Acceptable Target	90% of students will successfully build a working client / server network to a given set of specifications
Ideal Target	95% of students will successfully build a working client / server network to a given set of specifications
Timeline	Quarterly
Personnel	Program Faculty
Summary of Findings	By the end of fourth quarter 92% of students could successfully build a client / server network.
Recommendation	Failing students were able to complete the task with remedial training. Maintain the current curriculum. Most failures were due to lack to attendance and failure to study / practice course material.

CLOVER PARK

TECHNICAL COLLEGE

*4500 Steilacoom Blvd. SW
Lakewood, WA 98499-4098*

Interior Design

DSN 159

Intro to Technology for Interior Designers

CIP # 50.0408

3 Credits

Lecture: 12 hrs. - Lab: 42 hrs. –Total: 54 hrs.

Instructor: Julie Watts, IDEC, IIDA, NCIDQ, LEED Green Assoc.
Office Hours: By Appointment Telephone: 253.589.5567
Location: Bldg. 19 - Room 202 Email Address julie.watts@cptc.edu Revision
Dates: 09.19.17

PROGRAM OUTCOMES

1.	Program Outcome	Use the basic elements and principles of design to develop aesthetically attractive design solutions that enhance the quality of life and culture of the occupants.
2.	Program Outcome	Develop design solutions in response to the building shell, physical location and social context of the project.
3.	Program Outcome	Apply the principles of environmental sustainability as they relate to interior environments.
4.	Program Outcome	Create functional design solutions that effectively integrate furnishings, finishes and other interior products.
5.	Program Outcome	Employ current codes, standards, and design guidelines to promote the health, safety and welfare of building occupants.
6.	Program Outcome	Use industry standard technologies to develop and present concepts and designs for interiors.
7.	Program Outcome	Produce organized contract documents including coordinated interior drawings and product specifications.
8.	Program Outcome	Effectively communicate a design concept through visual, written and oral means.
9.	Program Outcome	Meet the education requirements to qualify for eligibility to take the NCIDQ (National Council for Interior Design Qualification) and IDEX California® exams.
10.	Program Outcome	Professionally present design work and qualifications to industry and clients.

Exhibit M:

Assessment Cycle 2013-2014	
Outcome 1	Follow a systematic and coordinated methodology, including research, analysis and integration of knowledge into the creative process. (Core Ability: Critical Thinking/Problem Solving)
Measure	DSN124 Color Theory. This course introduces students to the fundamental skills and concepts of lighting design. It is an approach to quality lighting with a primary focus on the design process. Areas covered are: basic lighting, human factors, sustainability, products and design fundamentals.
Acceptable Target	80% of the students will successfully complete project requirements.
Ideal Target	100% of the students will successfully complete project requirements.
Timeline	Winter 2014
Personnel	Instructor A
Summary of Findings	100% completed with above average results.
Recommendation	None at this time. We will choose another objective during the next cycle.
Outcome 2	DSN 236 – Design II. Create designs in response to and coordinated with the building shell and acknowledge the physical location and social context of the project. (Core Ability: Critical Thinking/Problem Solving)
Measure	Through site visits, research, and review of building plans, the student will develop and present a space plan and sustainable design concept for a project of commercial nature, utilizing an existing space as a model. Students should consider the physical location and social context of the existing space.
Acceptable Target	80% of students will be able to develop and present a sustainable interior design concept of commercial nature based on an existing tenant space with a minimum grade of a "B".
Ideal Target	90% of students will be able to develop and present a sustainable interior design concept of commercial nature based on an existing tenant space with a minimum grade of a "B".
Timeline	Fall 2013,
Personnel	Instructor B
Summary of Findings	100% of students met the ideal target. A+ 53% A 7% A- 20% B+ 13% B 7%
Recommendation	Some discussion regarding design psychology would be appropriate for this course. It could be added next year. Also, while it was discussed this year, I

	<p>believe more emphasis on considering the design above eye level would be beneficial.</p> <p>I would like to get the students' permission to record the presentations next year for purposes of grading. It would also be beneficial to provide the students with a copy of their own presentation that they can watch and reflect on for future presentations.</p>
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Assessment Cycle 2015-2016	
Outcome 1	Evaluate the interior of living and work spaces as it impacts orientation, circulation, interior zoning, and furniture arrangement. (Core Ability: Critical Thinking/Problem Solving)
Measure	Utilizing provided programming information, students will be introduced to space planning for commercial interiors to include: programming, design schematics, ADA standards for accessibility and code consideration.
Acceptable Target	80% of the students will complete successfully.
Ideal Target	100% of the students will complete successfully.
Timeline	Cohort 1: August 2015; Cohort 2: March 2016
Personnel	Instructor A
Summary of Findings	Students were able to successfully complete design requirements.
Recommendation	None at this time.
Outcome 2	Develop aesthetically attractive and functional solutions that enhance the quality of life and culture of the occupants.
Measure	This course is a comprehensive study of the textile products available for use in residential interior design, with an emphasis on window treatments, upholstery, the proper selection of materials, and working with drapery and upholstery showrooms and workrooms.
Acceptable Target	80% of students will complete successfully.
Ideal Target	100% of students will complete successfully.
Timeline	Cohort 1: August 2015; Cohort 2: March 2016
Personnel	Instructor C
Summary of Findings	100% of students successfully completed this course.
Recommendation	Integrate new textile blends and their uses into course. Project will be used for portfolio.
Outcome 3	Produce an interior space that fulfills the project goals whereby the needs and

	resources of the client are satisfied.
Measure	Students will design a functional and unique space plan for a commercial space meeting the needs of the client and adhering to applicable building codes and ADA Standards for Accessible Design.
Acceptable Target	80% of students will meet the project requirements with a minimum grade of a B.
Ideal Target	90% of students will meet the project requirements with a minimum grade of a B.
Timeline	Fall 2015 - DSN 236 Design II
Personnel	Instructor B
Summary of Findings	11 Students in Cohort: 83% of students earned a minimum grade of a B. Target: Met.
Recommendation	The basic structure of this project works well. Students were able to complete the project within the given time frame, and produced good work. Objectives of course were met.

Assessment Cycle 2016-2017	
Outcome 1	Evaluate the interior of living and work spaces as it impacts orientation, circulation, interior zoning, and furniture arrangement. (Core Ability: Critical Thinking/Problem Solving)
Measure	Utilizing provided programming information, students will be introduced to space planning for commercial interiors to include: programming, design schematics, ADA standards for accessibility and code consideration.
Acceptable Target	80% of the students will complete successfully.
Ideal Target	100% of the students will complete successfully.
Timeline	Cohort 1: August 2015; Cohort 2: March 2016
Personnel	Instructor A
Summary of Findings	Students were able to successfully complete design requirements.
Recommendation	None at this time.
Outcome 2	Develop aesthetically attractive and functional solutions that enhance the quality of life and culture of the occupants.
Measure	This course is a comprehensive study of the textile products available for use in residential interior design, with an emphasis on window treatments, upholstery, the proper selection of materials, and working with drapery and upholstery showrooms and workrooms.

Acceptable Target	80% of students will complete successfully.
Ideal Target	100% of students will complete successfully.
Timeline	Cohort 1: August 2015; Cohort 2: March 2016
Personnel	Instructor C
Summary of Findings	100% of students successfully completed this course.
Recommendation	Integrate new textile blends and their uses into course. Project will be used for portfolio.
Outcome 3	Produce an interior space that fulfills the project goals whereby the needs and resources of the client are satisfied.
Measure	Students will design a functional and unique space plan for a commercial space meeting the needs of the client and adhering to applicable building codes and ADA Standards for Accessible Design.
Acceptable Target	80% of students will meet the project requirements with a minimum grade of a B.
Ideal Target	90% of students will meet the project requirements with a minimum grade of a B.
Timeline	Fall 2015 - DSN 236 Design II
Personnel	Instructor B
Summary of Findings	83% of students met project requirements with a minimum grade of a B. Target: Met.
Recommendation	The basic structure of this project works well. Students were able to complete the project within the given time frame, and produced good work. Objectives of course were met.